

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Woonsocket School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Chris Sargent, Team Leader; and Donna Huber, Team Member

Dates of On Site Visit: February 8th, 2012

Date of Report: February 17, 2012

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;

- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:30:05. Content of notice. The notice must include the following:

- (1) A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the IEP team considered and the reasons why those options were rejected;
- (2) A description of each evaluation procedure, assessment, record, or report that the district uses as a basis for the proposal or refusal;
- (3) A description of any other factors which are relevant to the district's proposal or refusal;
- (4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this article and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (5) Sources for parents to contact to obtain assistance in understanding the provisions of this article.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

The district did not consistently obtain parent consent for evaluations administered and/or consent was obtained and an evaluation was not administered. Parent input into the evaluation was not documented.

Student:	Required Action:	Data To Be Submitted:
Student #1: This student was reported on child count under the category of Autism (560). The areas of articulation and language were assessed without parent consent. Consent was provided for a sensory evaluation to be conducted however there was no report in the file to support administration of the evaluation. Parent input into the evaluation was not documented.	Individual correction of noncompliance cannot be corrected. Refer to Prong 2.	
Student #2: This student was reported on child count under the category of Specific Learning Disability (525). Consent was obtained to conduct an observation (required for the 525 category) however there was no report in the file to support an observation was conducted. Parent input into the evaluation was not documented.	Individual correction of noncompliance cannot be corrected. Refer to Prong 2.	

2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
 - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
 - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
 - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum;
 - (b) Meet each of the student's other educational needs that result from the student's disability;...
- (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student..

ARSD 24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

- (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

Prong 1: Correct each individual case of noncompliance

The district did not consistently develop IEPs that contain all required content.

Student:	Required Action:	Data To Be Submitted:
Student #6: This student was reported on child count under the category of Cognitive disability (510). The service plan developed by the placement agency did not contain the required IEP content.	The district must conduct an IEP meeting to review and develop an IEP that contains all required IEP content.	Submit a copy of the amended IEP for this student.
Student #4: This student was reported on child count under the category of Other Health Impaired (555) due to behavior issues. --Positive interventions and supports were not addressed in the IEP --The present levels of academic achievement and functional performance did not address specific skills for each area of disability. --Services provided did not address all specialized instruction provided to the student.	The district must conduct an IEP meeting to review and amend IEP to include: -Positive interventions and support -Skill specific present levels of performance -Specific service areas and the specialized instruction to be provide for each area.	Submit a copy of the amended IEP for this student.
Student #2:		

This student was reported on child count under the category of specific learning disability (525). Services provided did not address all specialized instruction provided to the student.	The district must conduct an IEP meeting to review and amend IEP to include: -Specific service areas and the specialized instruction to be provide for each area.	Submit a copy of the amended IEP for this student.
Timeline for Completion: 30 calendar day following the above report date.		

Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.
Required Action: The district must review and update its policy, procedure and practice regarding the following: <ul style="list-style-type: none"> • The completion of prior notice/consent and evaluations needed for the purpose of determining eligibility. • Development of evaluation reports that must be provided to parents including administering and reporting skill based assessment. • Determining eligibility and completing the eligibility documents. • Developing an IEP that meets the required content and provides educational benefit.
Data To Be Submitted: In the event a student is referred for evaluation, requires a reevaluation or transfers into the district from an in-state or out of state the district will submit the following documentation to support the required action if applicable: <ol style="list-style-type: none"> 1. Referral document (if appropriate) 2. The prior notice/consent for evaluation 3. Copies of <u>all</u> the evaluation reports including skill based assessment and transition 4. Copy of the prior notice for the eligibility/IEP meeting/transfer 5. Copy of the MDT/eligibility document and; 6. Copy of the IEP
Target Date for Completion: May 1, 2012
All non-compliance must be corrected within 1 year of this report date.
Status Report Date:

State Performance Plan – Performance Indicators

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

- A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;
- B. inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 65% or higher

District Rate: 73.33

When considering a placement for a student eligible of special education services, the eligibility /placement team makes all attempts to make accommodations and provide

support within the classroom before removing the child from the general classroom to the resource room.

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: 64.2 or higher

District Rate: (?)

The Woonsocket School District had a low return rate of parental surveys returned. For the 2011-12 school years we are making a greater effort in getting more surveys completed and returned. The two special education staff members are continuing to hand the surveys out at the conclusion of the IEP meeting and are expressing the importance of completing the survey. The staff members are also offering a private space for completing the survey on site and offering to put the survey in the mail for them. Hopefully by taking more time to discuss the parent survey at the IEP meeting there will be more parent surveys completed.